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ABSTRACT

The U.S. Department of Education's Partnership for Family Involvement in Education encourages individuals, partner organizations, and alliances, whether they are members of the Partnership or not, to develop and implement effective family involvement practices in education. The goals of the Partnership are to increase opportunities for families to become more involved in their children's education both at home and at school and to promote children's learning and achievement. This document describes the Partnership and details initiatives of partners across the country to achieve Partnership goals. Following an introduction outlining the benefits of joining the Partnership, the document describes the role of the White House Office of Faith-Based and Community Initiatives to support nonprofit organizations, especially small and faith-based groups, in developing and implementing social programs, such as after-school programs. Brief descriptions of currently operating programs are presented, organized by program goals, such as increasing opportunities for families to be more involved in their children's education at home and at school. Information on the Partnership for Family Involvement in Education is provided as well as a Partnership registration form. The remainder of the document consists of a summary of the education reform policy of the George W. Bush administration involving closing the achievement gap, improving literacy by putting reading first, expanding flexibility and reducing bureaucracy, rewarding success and sanctioning failure, promoting informed parental choice, improving teacher quality, and making schools safer for the 21st century. (KB)

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THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Who We Are and What We Do

This document was prepared by Susan Otterbourg under contract ED-00-PO-1458 to the U.S. Department of Education.

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CONTENTS

Introduction 1
The Partnership for Family Involvement in Education 1
The Goals of the Partnership for Family Involvement in Education 1
The Benefits of Joining the Partnership for Family Involvement in Education 2

The White House Office of Faith-Based and Community Initiatives 3

The Work of Partners Across America 5
To Increase Opportunities for Families to Be More Involved in Their Children's Education Both at Home and at School 5
. Partners give parents the resources, training and information they need to help children learn 5
. Partners strengthen family-school partnerships by helping to develop communication and mutual responsibility for children's learning 6
To Promote Children's Learning and Achievement 7
. Partners help children read well and independently 7
. Partners support learning right from the beginning of the school year and beyond 7
. Partners turn around student achievement in mathematics and science 7
. Partners keep kids safe and smart before, during and after school 8
. Partners plant the seeds of college attendance early in students' lives 8
. Partners give teachers and principals the tools they need to engage families and family support for learning 9
. Partners make effective use of facilities—school, community buildings, churches—for children and families 10

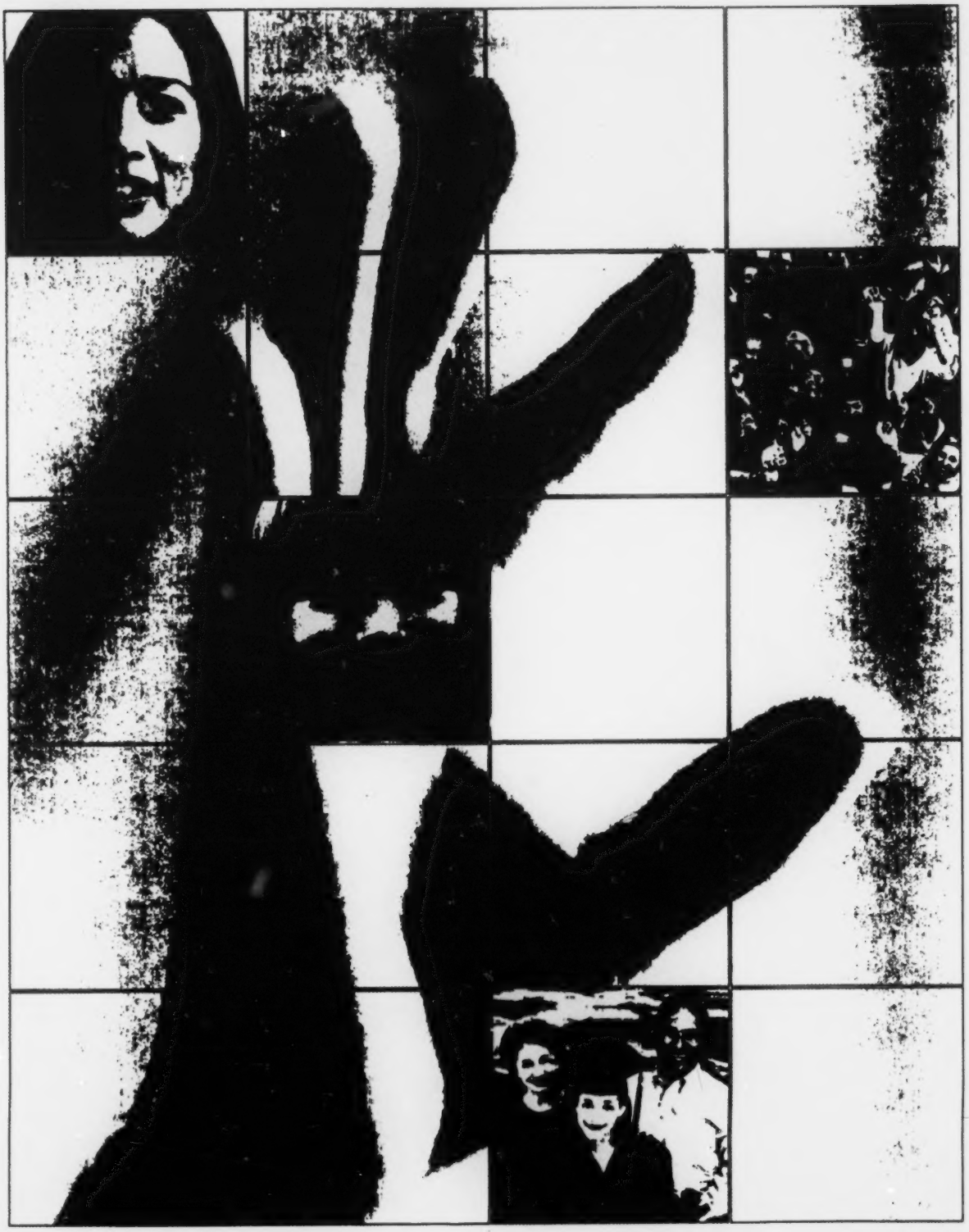
For More Information about the Partnership for Family Involvement in Education 11

Overview of the Partnership for Family Involvement in Education 13

Partnership for Family Involvement in Education—Partner Registration 15

No Child Left Behind 17

Acknowledgments 22



INTRODUCTION

The Partnership for Family Involvement in Education

The Partnership for Family Involvement in Education addresses issues, provides information, expands professional development, and offers opportunities for sharing and networking, all in the area of educating America's children. The Partnership, with the assistance of partner members, seeks to help other collaborative initiatives at local, state, and national levels:

Hold regional and national forums and conferences to educate their partners about current, relevant family-friendly policies and exemplary practices;

Provide these partners (from families, business, education, religious and community groups, and government agencies) with comprehensive partnership-building, management, and assessment tools; and

Use resources and research provided by the U.S. Department of Education and other national, local, and state partners, to mobilize interest, energy, and expertise through convened meetings, directed research, materials (guides, kits, reports, and CDs), hosted teleconferences, a monthly newsletter, a Web site, and extended technical assistance.

The Goals of the Partnership for Family Involvement in Education

The Partnership encourages individuals, partner organizations, and alliances, whether or not they are members of the Partnership, to develop and implement effective family involvement practices in education. The goals of the Partnership are to 1) increase opportunities for families to be more involved in their children's education both at home and at school; and 2) promote children's learning and achievement. To accomplish these goals, the Partnership encourages:

Mutual responsibility at home and at school and throughout the community to give students a better education and a good start in life;

Increased access to the resources, training, and information families need to help their children succeed in school;

Effective, regular two-way communication between families and schools;

Families to monitor their children's attendance, homework completion, and television watching; to become acquainted with school staff; to volunteer in school when possible; and to participate in the school decision-making process;

Family- and student-friendly business practices;

Well-planned partnerships with a common vision, in which family, business, community, education, and religious members generate a contagious enthusiasm for learning;

Family support to 1) schools where learning is assured, backed by performance indicators and measurement; 2) school goals that are strategic and integrated into the curriculum; and 3) schools' management and delivery of instruction;

Schools to welcome families–as full partners–in school activities and decision-making;

Educators to access a broad range of tools to better engage families in children's learning;

Before- and after-school learning activities in safe, drug-free environments where children interact with caring adults in meaningful learning activities; and

The effective use of facilities–schools, community buildings and churches–for children and families.

The Benefits of Joining the Partnership for Family Involvement in Education

As one collaborative effort among thousands across America, the Partnership for Family Involvement in Education provides benefits to other partnerships that are working and sharing information and good practices to increase family involvement in children's education at home and at school, and promotes children's learning and achievement. From the office of the U.S. Department of Education's Partnership for Family Involvement in Education, you can receive the latest information about family involvement in education and related activities through free publications, newsletters, the Web site, and regional seminars. By joining this Partnership and/or your own local, state, or national partnership effort, you will:

Connect with other leaders like yourself to share ideas about educating our nation's children;

Expand the support of families and employees for children's learning;

Create–with other partners–better ways to help children learn;

Be on a team that develops strategies, activities, and products that build communication and support between home and school; and

Receive local, state, and/or national recognition for commitments to education.

Your involvement in these collaborative efforts will help make education a priority in your community.
It will help:

Families
- be effective in helping their children learn;
- benefit from family-friendly business policies;
- have access to lifelong learning; and
- receive help from educators.

Communities
- learn about after-school programs, mentoring, reading, and school readiness;
- renew and/or expand community spirit and citizen participation to support education;
- put their buildings and institutions to use as learning sites that support high standards and children's safety; and
- bring together secular and religious groups to promote the positive values of educated communities.

Businesses
- attract potential employees and retain these employees;
- expand opportunities to help develop higher academic and skills standards;
- increase access to a more highly skilled and globally competitive workforce; and
- elicit positive consumer response to "socially responsible" companies.

Schools
- receive Partnership guidebooks, toolkits, and other materials that encourage family participation, after-school learning, and tips for overcoming cultural barriers;
- enhance their opportunities for ongoing and better teacher training;
- gain family support that encourages and promotes students' learning at school; and
- increase public confidence and support for public education.

Children
- receive the benefits of superior after-school learning, workforce preparation, and mentoring;
- experience course work that is more challenging, exciting, and relevant to the real world;
- be challenged by higher standards for student learning; and
- demonstrate improved learning and achievement.

THE WHITE HOUSE OFFICE OF FAITH-BASED AND COMMUNITY INITIATIVES

By executive order, President Bush established a White House Office of Faith-Based and Community Initiatives. This new office will promote initiatives and reforms throughout the executive branch to enrich the federal role and support the important civic role of all nonprofit organizations, but especially small and faith-based groups that have traditionally been neglected or excluded in the past.

The White House Office will work in cooperation with the Centers for Faith-Based and Community Initiatives being created in five major Cabinet agencies, including the U.S. Department of Education. The functions of the White House Office and the agency Centers are to:

Identify and act to remedy statutory, regulatory, and bureaucratic barriers that stand in the way of effective faith-based and community social programs;

Ensure that, consistent with the law, faith-based programs have equal opportunity to compete for federal funding and other support;

Work to improve, harmonize, and as appropriate, expand Charitable Choice, and promote its implementation by federal, state, and local authorities;

Coordinate public education and outreach activities to mobilize public support for charitable organizations through volunteerism, public-private partnerships, and increased financial giving;

Bring concerns, ideas, and policy options to the president concerning federal cooperation with and strengthening of successful faith-based and community organizations;

Provide policy guidance to state and local officials and other policymakers seeking ways to empower faith-based and grass roots programs and to improve the opportunities and expertise of service providers;

Develop and implement strategic new programs that exemplify the president's agenda to strengthen civil society and America's communities;

Highlight and herald innovative grassroots nonprofit organizations and civic initiatives; and

Monitor implementation of the president's agenda concerning faith-based and community groups.

The Office of Faith-Based and Community Initiatives will advance new recommendations for increasing the capacity of small-scale organizations. Many small but effective nonprofits are in need of technical assistance in order to bring their programming to scale.

The Center for Faith-Based and Community Initiatives in the Department of Education will be concerned with the agency's social programs, such as after-school programs and efforts to link public schools with community partners, including neighborhood faith-based groups. It will not work on K-12 or higher education policy as such. The Center will be supervised by a director and will have a small staff of education experts respectful of faith and community solutions.

The administration's faith-based and community agenda will be organized around three lines of action:

Identifying and eliminating improper federal barriers to effective faith-based and community-serving programs through legislative, regulatory, and programmatic reforms;

Stimulating an outpouring of private giving to nonprofits, faith-based programs, and community groups by expanding tax deductions and through other initiatives; and

Pioneering a new model of cooperation through federal initiatives that expand the involvement of faith-based and community groups in after-school and literacy services, help the children of prisoners, and support other citizens in need.

The White House Office of Faith-Based and Community Initiatives will be the engine that drives the administration's goal of reorienting federal social policy across the board. And it will coordinate and nurture in federal agencies these new attitudes of empowerment and fruitful partnership.

THE WORK OF PARTNERS ACROSS AMERICA

Partners work in two areas to make education a priority in America. They increase opportunities for families to be more involved in their children's education both at home and at school, and they promote children's learning and achievement. Following are model efforts of partners all across the country to accomplish these goals.

To Increase Opportunities for Families to Be More Involved in Their Children's Education Both at Home and at School:

Partners give parents the resources, training, and information they need to help children learn

The Los Angeles County Office of Education (LACOE) operates a Parent University under its Division of Career and Family Services. LACOE's Parent University provides materials, programs and services in English and Spanish for parents of children in all schools across Los Angeles County on topics such as effective parenting skills, parent-school partnerships, educational technology, and helping children learn to read. The Parent University also places a strong emphasis on family literacy. LACOE comprises 81 elementary and secondary (K–12) school districts, 100,000 full-time teachers and support staff, and 1.5 million students—more than one-fourth of all the students in California.

At the Attenville Elementary School (Pre-K–Grade 6) in Harts, West Virginia, Telephone Tree Volunteers contact over 20 parents per month to discuss issues concerning their children's education and follow up with personal visits. Parent workshops take place seven times per year to address topics ranging from homework help to language development. Each day, 8–10 parent volunteers read with students at lunch, run after-school tutoring sessions, attend staff development sessions, and make site visits to other schools. Parent volunteer hours rose at the rate of 1,000 hours per year for five years. In one year, almost one-half of all parents participated in the annual volunteer training.

In the Buffalo, New York Public Schools, computer literacy is stressed in weekly classes after school for students and parents. Bus service and child care are provided to encourage the participation of the entire family. Some 140 computers are available for take-home instruction for those who cannot take the at-school courses. A recent survey found that 44 percent of parents reported the program had a "significant" effect on their child's motivation toward learning. All parents reported noticeable or significant improvements in their child's math and reading scores.

The Illinois Fatherhood Initiative (IFI) is the country's first statewide non-profit volunteer fatherhood organization. Founded in 1997, IFI connects children and fathers by promoting responsible fathering and helping equip men to become better fathers and father figures. Through its volunteer board of directors and board of advisors, IFI creates strategic partnerships with private and non-profit organizations. Its activities include the Illinois Father-of-the-Year Essay Contest (over 140,000 school-aged children have submitted essays during the past three years) on the theme, "What My Father Means to Me;" a *Me & My Dad* essay booklet that includes essays, artwork, and a six-part curriculum focused on child-father issues; the Faces Of Fatherhood Calender; the *Illinois Fathers' Resource Guide*; a quarterly newsletter; and a Boot Camp for New Dads (a hospital-based program which brings together first-time dads with soon-to-be first-time dads to help them make the transition to fathering).

Partners strengthen family-school partnerships by helping to develop communication and mutual responsibility for children's learning

The Maryland State Department of Education has joined forces with Comcast Cablevision, McDonalds Family Restaurants, the Maryland Congress of PTAs, and other corporations to launch the Family Focus campaign. School grants from sponsors will 1) enhance parent-teacher interactions; 2) encourage proper learning habits at home; and 3) guide parents in setting expectations for achievement. The Family Focus Advisory Council will advise the state superintendent on important initiatives, issues, and education policy. Maryland's partnership effort was launched with an annual commitment of Comcast Cablevision to $2 million in parent involvement messages, PSAs and news stories. For its part, McDonalds will provide parent suggestion boxes in McDonalds restaurants and will fund incentive grants to create or enhance programs that involve parents or make the school more family-friendly.

In Jackson, Tennessee, 23 churches have designed a tutoring program in cooperation with the local school system to serve children residing in public housing. Three nights a week church buses provide transportation to church facilities where 250 volunteers work with 350 children, providing assistance in reading and math. Through an incentive program, parents and children can earn coupons toward the payment of housing, by attending tutoring sessions and participating in parent-teacher conferences at the schools.

The Bay Area Partnership, working across seven counties in the San Francisco Bay area (California), is a public-private coalition of government, business, community, philanthropic, and service leaders. The partnership works to mobilize resources for schools and families and encourages collaboration between funders and policymakers.

The Chicago Housing Authority (CHA) has launched a partnership to support the "Gift of Reading" holiday book drive. Individuals or organizations can make a monetary contribution or donate new or used books appropriate for preschool, elementary, and high school students. Books can be dropped off at designated collection sites across the Chicago metropolitan area. CHA has set a goal of collecting 100,000 books so that each child living in a CHA facility can receive three books. CHA emphasizes reading as the gateway to learning and is working with parents and with the Chicago Public Schools to strengthen student academic achievement.

The Newport News Education Foundation and the Newport News Public Schools (Virginia), hold a business-education summit that brings together local stakeholders to support family involvement in education. The summit provides an opportunity for employers, educators, community college officials, and community leaders to discuss how business and schools may best work together to help third-through-eighth graders succeed in school. With family involvement as a key strategy, the summit participants strive to help students achieve in school, to introduce them to career and work options, and to ease the transition to college or additional training. Summit participants identify ways mentors and role models from business and industry can be utilized in local schools. Scholarships and programs that can assist students with their college plans are discussed and shared.

Communities in Schools (CIS) works in more than 150 communities in 38 states to surround young people with a community of tutors, mentors, health care providers, and career counselors. For more than 25 years, CIS has provided stay-in-school solutions at school sites by showing communities how they can coordinate their public, private, and nonprofit resources so youths can get the help they need where they need it—in the public schools. CIS provides community champions—privately supported independent teams—whose sole mission is to rally community support for children and broker services in the schools.

The IBM Corporation and the Charlotte-Mecklenburg School District (North Carolina), have developed a community partnership, which encourages increased parental participation in children's education. By providing state-of-the-art technology equipment, the partnership has increased home-school communication via electronic mail. E-mail allows families to check homework assignments, review work completed by the children, as well as monitor a child's overall progress. Families who don't have computers at home can use school computer labs, which are open days, evenings, and weekends. Computers are also available at neighborhood sites, such as libraries or public housing projects. IBM provides training on using the computer equipment.

Over a three-year period, the US WEST Foundation's Widening Our World (WOW) Program has dedicated $150 million to educational technology outreach and support. According to the corporation, this commitment will benefit more than six million students in 20,000 schools. The US WEST Foundation has implemented a variety of programs to reach communities across the West. Their "Adopt a Classroom" program provides financial support, technological training, and grant information, as well as "cyber mentors," to teachers and students in the classroom. The "Teacher Network" program creates a space in which teachers can

exchange ideas and curriculum materials. In cooperation with the National Education Association and its local affiliates, local school districts, and state departments of education, US WEST also uses this network to train teachers to use online computer services.

Memphis City Schools (Tennessee) have implemented an Adopt-A-School partnership with local employers, community groups, and faith-based organizations. Launched in 1979, Adopt-A-School has more than 500 employer participants, including FedEx, Coca-Cola and First Tennessee Bank, with employees serving as mentors at local schools. Key emphases of the Adopt-A-School program include supporting family involvement in education, increasing the number of students graduating from high school, keeping students safe and drug-free, and helping all students get on track for college and workforce preparation. Employees volunteer in local schools and also mentor students. Students and teachers visit business partners on site to learn more about the kinds of skills and knowledge required by employers today.

To Promote Children's Learning and Achievement:

Partners help children read well and independently

Pizza Hut Corporation founded the BOOK IT!™ National Reading Incentive Program, which encourages children nationwide to read, and rewards them for their reading efforts. The program has been expanded to inspire children to read during the summer. Children who participate are encouraged to read 30 minutes a day during the summer months and with a reading partner (adult or teenager) at least once or twice a week, learn a new vocabulary word a day, and obtain and use a library card.

The National Jewish Coalition for Literacy has pledged to recruit 100,000 volunteers over five years. In most instances, the coalition works with existing literacy programs to support ongoing efforts, although in a few communities it has started new partnerships. The Coalition has 27 affiliates in cities as diverse as Boston (Massachusetts), Hartford (Connecticut), Louisville (Kentucky), Atlanta (Georgia), and Seattle (Washington).

Partners support learning right from the beginning of the school year and beyond

Hemmings Motor News encourages and supports all parents, teachers, students, and employers to sponsor First Day of School programs. These programs, which declare the first day of school a "holiday," promote parent involvement in education by allowing working parents time (paid or unpaid) to meet teachers and support their children as they start a new school year. Beginning in 1997 with 11 schools in southwest Vermont, by September 2000, community employers and parents in 2000 schools in 43 states were participating in First Day of School programs.

At Ferguson Elementary School (Pre-K-5) in Philadelphia, Pennsylvania, teacher-directed community workshops are held up to six Saturdays per year to focus on the needs of students at different levels. A two-day open house is part of Make a Difference Conference for parents. Staff and students travel door-to-door inviting parents to this event. As a result of these efforts, 50 parents volunteer as classroom aides each week. In three years, reading-on-grade levels went from 5 percent to 37 percent for first-graders, while discipline referrals were cut in half and attendance went from 80 percent to 90 percent.

Partners turn around student achievement in mathematics and science

The Formula for Success: A Business Leader's Guide, promotes involvement strategies for business leaders, encouraging them to actively participate in improving mathematics and science achievement in schools.

Manchester, New Hampshire, saved $72,692 over a period of three years because students, participating in the Y.O.U. after-school program, avoided being retained in grade and being placed in special education. In addition to reading improvement, the percentage of students scoring at the basic level in math increased from 29 percent to almost 60 percent.

The ASPIRA Math and Science (MAS) Academy was created to improve the representation and achievement rates of Latinos in math and science. Since 1995, the MAS Academy has served hundreds of students and parents in Miami and Chicago. Throughout the year, after-school and during the summer activities include tutoring, field trips, counseling, family involvement activities, hands-on math and science activities, and other support activities. At the centers, students have opportunities to perform these hands-on science and math activities with teachers or college tutors; additional enrichment opportunities come through visits to sci-

entific institutions, audiovisual and print materials, and interaction and career exploration with Latino scientists, mathematicians, engineers, and other technology specialists.

Partners keep kids safe and smart before, during, and after school

21st Century Community Learning Centers is a grants program that promotes access to and supports before- and after-school planned activities to expand learning opportunities for children in safe and drug-free environments. Additional technical assistance is provided through related forums and guides. During the first year at the center developed in Seneca, Missouri, after-school providers offered activities that school-day staff aligned with state standards and goals. Teachers then incorporated these additional learning opportunities in the classroom. Following a program assessment, teachers plan to link state learning standards to school-day curriculum and coordinate with after-school providers to build an integrated school-day *and* after-school curriculum to reach specific goals. The program is also developing a tracking system that will allow the center to enter and track activities, skills acquired, state goals, and different aspects of student achievement.

The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. The Mott Foundation has pledged more than $100 million over six years for after-school training and technical assistance, promising practices, access and equity, evaluation, and public outreach. It is estimated that over 17,000 schools in the country have at one time or another adopted some aspects of this model in which schools become a center for the community.

Established by the Open Society Institute in 1998, The After-School Corporation (TASC), in partnership with the City of New York and the New York Board of Education, is currently providing after-school funding to 84 sites located in New York City Schools and the surrounding area. The program is open from 3 p.m. to 6 p.m. every day to any child who would like to come. Activities include: arts enrichment, recreation, literacy and language arts, sports, cultural awareness, technology literacy, mathematics and science, community service, career preparation, and college preparation. TASC provides funding to community-based organizations that manage and staff projects at each site. Site staff include a full-time coordinator and a mixture of teachers, parents, professional artists, technology specialists, college and high school students, and national service members.

P.S. 5, a New York City community school, has an active, extended learning program supported by the Children's Aid Society. Beginning with a breakfast program at 7:30 a.m., the extended day program organizes students by classes. The daily schedule includes academics, homework help, fine arts, gym, dramatics, and recreation. Teachers in the extended day and regular school programs communicate regularly. Parents serve as assistants. Over 300 adults participate in the Adult Education program, which offers classes in English as a second language, GED preparation, literacy, and arts and crafts; students and their families also have access to physical and mental health services and an on-site Head Start program.

Shiloh Baptist Church in Washington, D.C., established a Family Life Center to strengthen and nurture families in the surrounding community, bringing them together for educational, cultural, and recreational activities. Their Male Youth Enhancement Project, designed to stimulate healthy lifestyles in African American males, ages 8-15, provides positive role models, socialization activities, and educational enrichment. Their Shiloh/Seaton Elementary School partnership creates mutual support activities for children served by both school and church, including a reading tutorial program for children attending Seaton that is staffed by volunteers from Shiloh.

Partners plant the seeds of college attendance early in students' lives

Passport to College, Riverside, California, is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education, six area unified school districts, businesses, and other community individuals and organizations that seek to make a college education possible for an entire class of students (11,500) who were enrolled in fifth grade in 1996. The program involves teachers, guidance counselors, school district liaisons, designated school contact teachers, students, and families in a continuum of activities from fifth to 12th grades, including: campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops, and other activities sponsored by community professionals. Program mentors include community college student ambassadors, and community, business, and civic leaders. Riverside Community College guarantees admission (in 2004), as well as last-dollar scholarships, to all program participants who graduate from high school. Area four-year institutions of higher education have all agreed to offer additional scholarship support for Passport students wanting to complete their undergraduate degrees after completing two years at RCC.

The Twenty-first Century Scholars Program, legislated by the Indiana General Assembly in 1990, and administered by the Office of Twenty-first Century Scholars, provides tuition scholarships. Eighth-graders enroll in the program by meeting income guidelines and taking the Scholars Pledge requiring that the student graduate from an Indiana high school; achieve a cumulative grade point average of 2.0 on a 4.0 scale; abstain from illegal drugs and alcohol; not commit any crimes; apply for admission to an Indiana college; and apply for student financial aid as a high school senior. Upon fulfillment of the pledge, the student earns tuition scholarship at any participating institution. In addition to providing scholarships, the program also provides students and their families with intervention and support services (Community Partners coordinators who direct early, regional statewide outreach activities; site-based Parents' Project support programs; AmeriCorps Program members who mentor, tutor, and engage scholars in other college preparatory activities; and access to a toll-free hotline for career and college information). The first class of scholars graduated from college in the spring of 1999; currently, there are about 40,000 scholars through Indiana.

The Kentuckiana College Access Center promotes postsecondary access and success for the youth and adults of the Kentuckiana Region of the State of Kentucky. Clients are provided with vital community-based guidance and information services which enables them to succeed in securing postsecondary education. The staff of highly trained counselors is available to advise clients according to their individual needs, and workshops are provided for school groups and community organizations. All services are free of charge.

The San Antonio Texas Pre-Freshman Engineering Program (San Antonio PREP) is a rigorous eight-week summer pre-engineering program for middle school students that stresses abstract reasoning skills, problem-solving skills, and career opportunities in engineering and science, as well as in other fields. Program assistants and mentors are undergraduates in engineering and science, and many are former PREP students. The high school graduation rate of the nearly 14,000 students who have taken at least one summer of PREP since it began (1979) is 99.9 percent; the college-attending rate is 92 percent, and the college graduation rate is 80 percent. Fifty-three percent of the college graduates were science or engineering majors.

United Parcel Service (UPS)/School-to-Work program provides an opportunity for high school students to make a successful transition from school to work and/or postsecondary education. Located in Louisville, Kentucky, the program currently involves participation from 27 high schools and six county areas, in addition to approximately 300 students. Students work in package handling for approximately four hours each day and receive high school credits with pay-for-work experience. UPS offers seven college courses at the work site via the local community college, with mentors available to ensure success. Tuition and books are paid by UPS upon student completion of a course. A few times each year, students can job shadow an employee working in a position or career that is of interest to them.

GEAR UP has been a Department of Education discretionary grant program that provides funding for states and partnerships to encourage more young people to have high expectations, stay in school and study hard, and go to college. GEAR UP funding supports curriculum improvement, staff training, early college awareness and preparation activities, and academic help (tutoring, mentoring, and advising) for low-income students. The first GEAR UP grants were awarded in August 1999 to 21 states and 164 partnerships of colleges and middle grades across the country. In 2000, GEAR UP grants were awarded to an additional seven states and 73 college-middle school partnerships.

Partners give teachers and principals the tools they need to engage families and family support for learning

Collaborating organizations provide teachers with training on how to effectively integrate the use of technology into their existing curriculum. Funds required to support these programs are provided by Intel and BellSouth; computers, related equipment, and software are provided by Intel, Hewlett-Packard, and Microsoft; and the Institute of Computer Technology (ICT) delivers the training and provides administrative services for the partners. With 40 hours of hands-on instructions, teachers enhance their existing lesson plans by integrating the use of technology. They use multimedia software to create presentations, Web sites, newsletters, and brochures; access support documents such as the implementation plan that aligns student objectives to state content standards, student samples, evaluation tools, templates, tests, etc.; and network anywhere, anytime with other teachers through a Web site. In 2000, the partnership planned to provide training to approximately 12,000 teachers in California, Oregon, Washington, Arizona, Texas, New Mexico, Georgia, Alabama, Tennessee, Mississippi, Massachusetts, and Washington, D.C.

The AT&T Learning Network, launched in 1995, is designed to provide all schools with access to some of the newest information technologies, including the Internet and the World Wide Web. This program, which includes not only access to technology, but also help in understanding how to use it, is available to all schools. The Network's free online support service includes an Internet 101 tutorial on how to use the Internet; a Web Tour created by education experts to guide teachers through various education-related uses of the World Wide Web; and coaching to teachers, by teachers, on how to integrate technology into lesson plans and classroom activities. In addition, technical assistance and links and pointers to top search engines and resources help direct teachers to online education content and information.

Partners make effective use of facilities—schools, community buildings, churches—for children and families

The West Des Moines Community School District (Iowa), includes parents and community members, teachers, business people, and representatives from city government on-site improvement teams that set the direction for each of the district's 15 schools. In addition, a community education advisory council conducts a needs assessment survey every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.

The St. Louis, Missouri, Public School district operates 16 Comprehensive Community Education Centers (CECs) at nine elementary school sites and seven middle school sites. Approximately 18,000 to 22,000 youth and adults participate in Community Education programs, which have been offered by the St. Louis Public Schools in partnership with the city government since 1968. Each CEC has a community-wide council. The Centers operate year-round and are open four days a week from 6:30 a.m. until 10 p.m., and some facilities remain open on Friday evenings and weekends. In addition to after-school youth programs, including tutoring and homework assistance, cultural enrichment, recreation, organized team sports, violence and drug prevention, and career exploration, during the summer, the centers offer day camps and teen drop-in activities as well as academic course offerings. Adult programming—general education, home and family, arts and crafts, recreation, and vocational and college courses—are also offered.

Located in three apartments in a high-crime, low-income neighborhood in Orange County, California, the Shalimar Learning Center provides tutoring in reading and math, homework help, mentoring, English language development classes, and use of the computer lab to over 150 students (grades 1–12) who drop in daily after school. Running the year-round center, five days a week, is a team of two to five paid staff and a pool of 75–120 volunteers who commit to two-hour shifts one day per week. The grade-point average of teen students at the center improved by 34 percent, and not one of the participating students dropped out of school.

FOR MORE INFORMATION ABOUT THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION:

Call toll-free 1-800-USA-LEARN and 1-800-4ED-PUBS

Visit the Partnership's Web site at http://pfie.ed.gov

and

Visit the Department of Education's Web site at http://www.ed.gov

Locate your state Parent Information and Resource Center by calling toll-free 1-888-385-7222

Locate your state Parent Training Information Center (PTI) by calling toll-free 1-888-248-0822

Access information on the White House Office of Faith-Based and Community Initiatives at http://www.whitehouse.gov or call (202)456-6708

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

What We Do

The Partnership's mission:

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

Who We Are

We are thousands of partners joined together in a growing grassroots movement to support student learning according to high standards. We come from families, schools, and a variety of businesses, communities and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

The Benefits of Joining

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state and national levels.

Local Activities of Partners

At the local level, partners support efforts to:

- Strengthen family-school partnerships through good communication, accountability and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities that can also keep children safe and drug-free;
- Make effective use of facilities—schools, community buildings, churches—for children and families; and
- Give parents the resources, training and information they need to help children learn, and teachers and principals the tools they need to engage families.

Nationwide Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

Helping children read beginning with the early years. Through mentoring and tutoring programs, partners strengthen children's reading skills beginning with the preschool years. Participating children read and write with partners who share a love of reading with them.

Supporting drug and violence prevention and after-school education. Partners promote safety and drug prevention during and after school through mentoring and tutoring programs that strengthen academic success.

Providing access to educational technology. Partners support learning enrichment activities through programs that provide teachers, parents and children with access to educational technology.

Strengthening the school-home connection. Partner organizations work with postsecondary institutions and local schools to develop teacher preparation and professional development opportunities in family involvement. School accountability is emphasized and families are prepared to collaborate with school administrators and teachers.

To join and for more information call 1-800-USA-LEARN or visit the Web site at http://pfie.ed.gov

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Partner Registration

This form is also available at http://pfie.ed.gov where you can complete and submit it online.
If you do not have Internet access, mail the form to Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173, or fax to 202-205-9133.

(Note: The information you provide is subject to the Freedom of Information Act, and would be made available upon request.)

Name of organization:

Address (line 1):

Address (line 2):

City: State: Zip:

Telephone: Fax:

URL of organization's education page: http://www.

Head of organization:

Contact name: Contact e-mail:

Is your organization a(n)? (Check one)

- ☐ Family-School Partner
- ☐ Community Organization
- ☐ Employer for Learning
- ☐ Religious Group

Does your organization do any of these activities? (Check all that apply) Do you . . .

- ☐ Sponsor after-school, weekend or summer programs for children
- ☐ Co-sponsor community outreach activities with schools
- ☐ Provide literacy training
- ☐ Provide parenting skills training
- ☐ Other (Describe briefly)
- ☐ Sponsor mentoring or tutoring programs
- ☐ Combat alcohol, drugs, and violence in schools and neighborhoods

Check three major reasons your organization is joining the Partnership for Family Involvement in Education.

- ☐ Show commitment to education
- ☐ Learn new and better ways to promote learning
- ☐ Receive publications and support services
- ☐ Receive information, ideas and support from other local PFIE members
- ☐ Other (Describe briefly)
- ☐ Network with other partners
- ☐ Learn about federal programs and grant money
- ☐ Gain recognition for your organization

In which family involvement in education information and activities are you most interested? (Check all that apply)

- ☐ Information on good practices or programs that work
- ☐ A "Start Up Guide" for coordinating with local partners
- ☐ Other (Describe briefly)
- ☐ Regional or national conferences of PFIE partners and opportunities to network
- ☐ Tools for self-evaluation of partnership success

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NO CHILD LEFT BEHIND

President George W. Bush

> ***"The federal role in education is not to serve the system. It is to serve the children."***

Foreword by President George W. Bush

Bipartisan education reform will be the cornerstone of my Administration.

The quality of our public schools directly affects us all – as parents, as students, and as citizens. Yet too many children in America are segregated by low expectations, illiteracy, and self-doubt. In a constantly changing world that is demanding increasingly complex skills from its workforce, children are literally being left behind.

It doesn't have to be this way.

Bipartisan solutions are within our reach. If our country fails in its responsibility to educate every child, we're likely to fail in many other areas. But if we succeed in educating our youth, many other successes will follow throughout our country and in the lives of our citizens.

This blueprint represents part of my agenda for education reform. Though it does not encompass every aspect of the education reforms I plan to propose, this blueprint will serve as a framework from which we can all work together – Democrat, Republican, and Independent – to strengthen our elementary and secondary schools. Taken together, these reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America. And I am very open to working with Members of Congress who have additional ideas to meet our shared goals.

I look forward to working with Congress to ensure that no child is left behind.

EXECUTIVE SUMMARY

> *"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."*
>
> *Thomas Jefferson, 1816*

Transforming the Federal Role in Education So That No Child Is Left Behind

As America enters the 21st century full of hope and promise, too many of our neediest students are being left behind.

Today, nearly 70 percent of inner-city fourth graders are unable to read at a basic level on national reading tests. Our high school seniors trail students in Cyprus and South Africa on international math tests. And nearly a third of our college freshmen find they must take a remedial course before they are able to even begin regular college-level courses.

Although education is primarily a state and local responsibility, the federal government is partly at fault for tolerating these abysmal results. The federal government currently does not do enough to reward success and sanction failure in our education system.

Since 1965, when the federal government embarked on its first major elementary-secondary education initiative, federal policy has strongly influenced America's schools. Over the years Congress has created hundreds of programs intended to address problems in education without asking whether or not the programs produce results or knowing their impact on local needs. This "program for every problem" solution has begun to add up—so much so that there are hundreds of education programs spread across 39 federal agencies at a cost of $120 billion a year. Yet, after spending billions of dollars on education, we have fallen short in meeting our goals for educational excellence. The academic achievement gap between rich and poor, Anglo and minority is not only wide, but in some cases is growing wider still.

In reaction to these disappointing results, some have decided that there should be no federal involvement in education. Others suggest we merely add new programs into the old system. Surely, there must be another way—a way that points to a more effective federal role. The priorities that follow are based on the fundamental notion that an enterprise works best when responsibility is placed closest to the most important activity of the enterprise, when those responsible are given greatest latitude and support, and when those responsible are held accountable for producing results. This education blueprint will:

> *We have a genuine national crisis. More and more, we are divided into two nations. One that reads, and one that doesn't. One that dreams, and one that doesn't.*

- **Increase Accountability for Student Performance:** States, districts and schools that improve achievement will be rewarded. Failure will be sanctioned. Parents will know how well their child is learning, and that schools are held accountable for their effectiveness with annual state reading and math assessments in grades 3-8.

- **Focus on What Works:** Federal dollars will be spent on effective, research-based programs and practices. Funds will be targeted to improve schools and enhance teacher quality.

• **Reduce Bureaucracy and Increase Flexibility:** Additional flexibility will be provided to states and school districts, and flexible funding will be increased at the local level.

• **Empower Parents:** Parents will have more information about the quality of their child's school. Students in persistently low-performing schools will be given choice.

Though these priorities do not address reforms in every federal education program, they do address a general vision for reforming the Elementary and Secondary Education Act (ESEA) and linking federal dollars to specific performance goals to ensure improved results. Details about other programs and priorities will be provided at a later date.* Our priorities in this blueprint consist of seven performance-based titles:

I. Improving the academic performance of disadvantaged students

II. Boosting teacher quality

III. Moving limited English proficient students to English fluency

IV. Promoting informed parental choice and innovative programs

V. Encouraging safe schools for the 21st Century

VI. Increasing funding for Impact Aid

VII. Encouraging freedom and accountability

* (These proposals are presented within a new legislative framework. There are programs and policies in the current Elementary and Secondary Education Act that are not addressed in these proposals. The proposals that are starred in this document will be considered separately from the ESEA reauthorization.)

There will be additional funds targeted to needy schools and districts. States and school districts will have the flexibility to produce results, and may lose funds if performance goals are not met.

In America, no child should be left behind. Every child should be educated to his or her full potential. This proposal sets forth the President's proposed framework to accomplish that goal. This Administration will work with Congress to ensure that this happens quickly, and in a bipartisan manner.

THE POLICY

The Administration's education reform agenda is comprised of the following key components, many of which would be implemented during the re-authorization of the Elementary and Secondary Education Act (ESEA):

Closing the Achievement Gap:

• **Accountability and High Standards.** States, school districts, and schools must be accountable for ensuring that all students, including disadvantaged students, meet high academic standards. States must develop a system of sanctions and rewards to hold districts and schools accountable for improving academic achievement.

• **Annual Academic Assessments.** Annual reading and math assessments will provide parents with the information they need to know how well their child is doing in school, and how well the school is educating their child. Further, annual data is a vital diagnostic tool for schools to achieve continuous improvement. With adequate time for planning and implementation, each state may select and design assessments of their choosing. In addition, a sample of students in each state will be assessed annually with the National Assessment of Educational Progress (NAEP) 4th and 8th grade assessment in reading and math.

• **Consequences for Schools that Fail to Educate Disadvantaged Students.** Schools that fail to make adequate yearly progress for disadvantaged students will first receive assistance, and then come under corrective action if they still fail to make progress. If schools fail to make adequate yearly progress for three consecutive years, disadvantaged students may use Title I funds to transfer to a higher-performing public or private school, or receive supplemental educational services from a provider of choice.

Improving Literacy by Putting Reading First:

• **Focus on Reading in Early Grades.** States that establish a comprehensive reading program anchored in scientific research from kindergarten to second grade will be eligible for grants under a new Reading First initiative.

Too many of our children cannot read. Reading is the building block, and it must be the foundation, for education reform.

• **Early Childhood Reading Instruction.** States participating in the Reading First program will have the option to receive funding from a new "Early Reading First" program to implement research-based pre-reading methods in pre-school programs, including Head Start centers.

Expanding Flexibility, Reducing Bureaucracy:

• **Title I Flexibility.** More schools will be able to operate Title I schoolwide programs and combine federal funds with local and state funds to improve the quality of the entire school.

• **Increased Funds to Schools for Technology.** E-rate funds and technology grant funds will be consolidated and distributed to schools through states and local districts based on need. This will also ensure that schools no longer have to submit multiple grant applications and incur the associated administrative burdens to obtain education technology funding.

• **Reduction in Bureaucracy.** Overlapping and duplicative categorical grant programs will be consolidated and sent to states and school districts.

• **New State and Local Flexibility Options.** A charter option for states and districts committed to accountability and reform will be created. Under this program, charter states and districts would be freed from categorical program requirements in return for submitting a five-year performance agreement to the Secretary of Education and being subject to especially rigorous standards of accountability.

Rewarding Success and Sanctioning Failure:

• **Rewards for Closing the Achievement Gap.** High performing states that narrow the achievement gap and improve overall student achievement will be rewarded.

• **Accountability Bonus for States.** Each state will be offered a one-time bonus if it meets accountability requirements, including establishing annual assessments in grades 3-8, within two years of enacting this plan.

• **"No Child Left Behind" School Rewards.** Successful schools that have made the greatest progress in improving the achievement of disadvantaged students will be recognized and rewarded with "No Child Left Behind" bonuses.

• **Consequences for Failure.** The Secretary of Education will be authorized to reduce federal funds available to a state for administrative expenses if a state fails to meet their performance objectives and demonstrate results in academic achievement.

The federal government must be wise enough to give states and school districts more authority and freedom. And it must be strong enough to require proven performance in return.

Promoting Informed Parental Choice:

• **School Reports to Parents.** Parents will be enabled to make informed choices about schools for their children by being given access to school-by-school report cards on student achievement for all groups of students.

• **Charter Schools.** Funding will be provided to assist charter schools with start-up costs, facilities, and other needs associated with creating high-quality schools.

• **Innovative School Choice Programs and Research.** The Secretary of Education will award grants for innovative efforts to expand parental choice, as well as to conduct research on the effects of school choice.

Improving Teacher Quality:

• **All Students Taught by Quality Teachers.** States and localities will be given flexibility in the use of federal funds so that they may focus more on improving teacher quality. States will be expected to ensure that all children are taught by effective teachers.

• **Funding What Works.** High standards for professional development will be set to ensure that federal funds promote research-based, effective practice in the classroom.

• **Strengthening Math and Science Education.** K-12 math and science education will be strengthened through math and science partnerships for states to work with institutions of higher education to improve instruction and curriculum.

Making Schools Safer for the 21st Century:

• **Teacher Protection.** Teachers will be empowered to remove violent or persistently disruptive students from the classroom.

• **Promoting School Safety.** Funding for schools will be increased to promote safety and drug prevention during and after school. States will be allowed to give consideration to religious organizations on the same basis as other non-governmental organizations when awarding grants for after-school programs.

• **Rescuing Students from Unsafe Schools.** Victims of school-based crimes or students trapped in persistently dangerous schools will be provided with a safe alternative. States must report to parents and the public whether a school is safe.

• **Supporting Character Education.** Additional funds will be provided for Character Education grants to states and districts to train teachers in methods of incorporating character-building lessons and activities into the classroom.

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MY PARTNERSHIP IDEAS

MY PARTNERSHIP IDEAS

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U.S. Department of Education

Partnership for Family Involvement in Education

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